

# Index for Volume 39, 1988

## Authors and Titles

"Accommodation, Resistance and the Politics of Student Writing," Geoffrey Chase (Feb), 13-22.

"Advantages of the Cumulative Comment Sheet in Composition Classes," Patricia J. McAlexander (Dec), 463-64.

"Angels Halo the Moon," Bob Vance (Dec), 488.

Anson, Chris M. and Hildy Miller, "Journals in Composition: An Update" (May), 198-216.

"Applying Donald Murray's 'Responsive Teaching,'" Chris Madigan (Feb), 74-77.

Arrington, Phillip, "A Dramatistic Approach to Understanding and Teaching the Paraphrase" (May), 185-97.

"Behind the Paper: Using the Student-Teacher Memo," Jeffrey Sommers (Feb), 77-80.

Berthoff, Ann E., Review of *Freire for the Classroom: A Sourcebook for Liberatory Teaching*, edited by Ira Shor (Oct), 359-60.

Bloom, Lynn Z., Review of *Teaching Composition: Twelve Bibliographical Essays*, edited by Gary Tate (Oct), 361-62.

Brenner, Gerry, "Does Your Curriculum Need Editing?" (May), 220-23.

Brent, Harry, Review of *Literature and the Writing Process*, by Elizabeth McMahan, Susan Day, and Robert Funk (Feb), 102-03.

Brooke, Robert, "Modeling a Writer's Identity: Reading and Imitation in the Writing Classroom" (Feb), 23-41.

"Catching the Drift: Keeping Peer-Response Groups on Track," M. Francine Danis (Oct), 356-58.

Chaplin, Miriam T., "Issues, Perspectives and Possibilities" (Feb), 52-62.

Chase, Geoffrey, "Accommodation, Resistance and the Politics of Student Writing" (Feb), 13-22.

Clark, Beverly Lyon, Review of *Writing Groups: History, Theory, and Implications*, by Anne Ruggles Gere (Feb), 95-96.

Clark, Irene Lurkis, "Preparing Future Composition Teachers in the Writing Center" (Oct), 347-50.

"Class, Codes, and Composition: Basil Bernstein and the Critique of Pedagogy," Myron C. Tuman (Feb), 42-51.

Clifford, John, Review of *Write to Learn*, by Donald M. Murray (Feb), 99-101.

"Clustering: Generating Ideas for Original Sentences," Helen H. Gordon (Feb), 83-84.

"Composing as a Woman," Elizabeth A. Flynn (Dec), 423-35.

Connors, Robert J. and Andrea A. Lunsford, "Frequency of Formal Errors in Current College Writing, or Ma and Pa Kettle Do Research" (Dec), 395-409.

"Cost It Out," Mark J. Stein (Dec), 458-61.

Crowley, Sharon, Review of *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985* by James A. Berlin (May), 245-47.

Curtis, Marcia S., "Windows on Composing: Teaching Revision on Word Processors" (Oct), 337-44.

Danis, M. Francine, "Catching the Drift: Keeping Peer-Response Groups on Track" (Oct), 356-58.

"Dark Shadows: The Fate of Writers at the Bottom," Richard H. Haswell (Oct), 303-15.

Davis, Kevin, "Response to Kathleen E. Welch, 'Ideology and Freshman Textbook Production'" (May), 236-37.

"Desktop Publishing: A Powerful Tool for Advanced Composition Courses," Patricia Sullivan (Oct), 344-47.

Dever, Bonnie, "Stressing Figures of Speech in Freshman Composition" (Feb), 67-69.

"Does Your Curriculum Need Editing?" Gerry Brenner (May), 220-223.

"A Dramatistic Approach to Understanding and Teaching the Paraphrase," Phillip Arrington (May), 185-197.

Durst, Russel K., Review of *Writing in Real Time: Modelling Production Processes*, edited by Ann Matsuhashi (May), 247-49.

"Economies of Expression: Some Hypotheses," David S. Kaufer and Erwin R. Steinberg (Dec), 453-57.

Emery, Laura and Susan H. McLeod, "When Faculty Write: A Workshop for Colleagues" (Feb), 65-67.

Flower, Linda and Christina Haas, "Rhetorical Reading Strategies and the Construction of Meaning" (May), 167-83.

Flynn, Elizabeth A., "Composing as a Woman" (Dec), 423-35.

"Frequency of Formal Errors in Current College Writing, or Ma and Pa Kettle Do Research," Robert J. Connors and Andrea A. Lunsford (Dec), 395-409.

Fulkerson, Richard, Review of *The Shape of Reason*, by John Gage (Oct), 365-66.

Fulkerson, Richard, "Technical Logic, Comp-Logic, and the Teaching of Writing" (Dec), 436-52.

George, Diana, Review of *The Prose Reader: Essays for College Writers*, by Kim Flachmann and Michael Flachmann; *Ways of Reading: An Anthology for Writers*, by David Bartholomae and Anthony Petrosky; *Reading Critically, Writing Well*, by Rise B. Axelrod and Charles R. Cooper; and *Reading Texts: Reading, Responding, Writing*, by Kathleen McCormick, Gary Waller, and Linda Flower (May), 239-43.

Ginn, Doris O., Review of *Language Diversity and Writing Instruction*, by Marcia Farr and Harvey Daniels (Dec), 482-84.

Gordon, Helen H., "Clustering: Generating Ideas for Original Sentences" (Feb), 83-84.

"The Grammarian as Basic Writer: An Exercise for Teachers," Carroll Viera (May), 224-27.

Greenberg, Karen L., Review of *Assessing Writing Skill*, by Hunter M. Breland, Roberta Camp, Robert J. Jones, Margaret M. Morris, and Donald A. Rock (Dec), 478-80.

Grow, Gerald, "Lessons from the Computer Writing Problems of Professionals" (May), 217-20.

Haas, Christina and Linda Flower, "Rhetorical Reading Strategies and the Construction of Meaning" (May), 167-83.

Hall, Chris, "Interacting with a Reader: Using the Strip Story to Develop Reciprocity" (Oct), 353-56.

Haring-Smith, Tori, Review of the Heath Writing Across the Curriculum Series: *Writer's Guide: Life Sciences*, by Arthur W. Biddle and Daniel L. Bean; *Writer's Guide: Political Science*, by Arthur W. Biddle and Kenneth M. Holland; *Writer's Guide: Psychology*, by Lynne A. Bond and Anthony S. Magistrale; *Writer's Guide: History*, by Henry J. Steffens and Mary Jane Dickerson (Dec), 485-87.

Haswell, Richard H., "Dark Shadows: The Fate of Writers at the Bottom" (Oct), 303-315.

Haviland, Carol Peterson and Adele Pittendrigh, "Writing Discovery Journals: Helping Students Take Charge" (Feb), 84-85.

Hesse, Douglas, Review of *Style as Argument: Contemporary American Nonfiction*, by Chris Anderson (May), 243-45.

Hilbert, Betsy, Review of *Embracing Contraries: Explorations in Learning and Teaching*, by Peter Elbow (Dec), 480-81.

"Interacting with a Reader: Using the Strip Story to Develop Reciprocity," Chris Hail (Oct), 353-56.

"Interaction Among School and College Writing Teachers: Toward Recognizing and Remaking Old Patterns," Lucille M. Schultz, Chester H. Laine, and Mary C. Savage (May), 139-53.

"Issues, Perspectives and Possibilities," Miriam T. Chaplin (Feb), 52-62.

Jeffers, Margaret, "No Late Papers" (May), 153.

Johnson, Peter, "Written Out" (Feb), 22.

Johnstone, Anne, Review of *The Journal Book*, edited by Toby Fulwiler (Oct), 363-65.

"Journals in Composition: An Update," Chris M. Anson and Hildy Miller (May), 198-216.

Kaufer, David S. and Erwin R. Steinberg, "Economies of Expression: Some Hypotheses" (Dec), 453-57.

Kneupper, Charles, Review of *Actual Minds, Possible World*, by Jerome Bruner (Feb), 93-95.

Laine, Chester H., Lucille M. Schultz, and Mary C. Savage, "Interaction Among School and College Writing Teachers: Toward Recognizing and Remaking Old Patterns" (May), 139-153.

Larson, Richard L., "Selected Bibliography of Scholarship on Composition and Rhetoric, 1987" (Oct), 316-36.

"Lessons from the Computer Writing Problems of Professionals," Gerald Grow (May), 217-20.

Lindholdt, Paul J., Review of *Technical Writing: A Reader-Centered Approach*, by Paul V. Anderson (Dec), 484-85.

Lott, Bret, "Remedial Writers and Fictive Techniques" (May), 227-30.

Lunsford, Andrea A. and Robert J. Connors, "Frequency of Formal Errors in Current College Writing, or Ma and Pa Kettle Do Research" (Dec), 395-409.

Madigan, Chris, "Applying Donald Murray's 'Responsive Teaching'" (Feb), 74-77.

"Make Free Writing More Productive," Mark Reynolds (Feb), 81-82.

"Making a Virtue of Necessity," Kathleen M. Swaim (Feb), 87-88.

McAlexander, Patricia J., "Advantages of the Cumulative Comment Sheet in Composition Classes" (Dec), 463-64.

McLeod, Susan H. and Laura Emery, "When Faculty Write: A Workshop for Colleagues" (Feb), 65-67.

Miller, Hildy and Chris M. Anson, "Journals in Composition: An Update" (May), 198-216.

"Modeling a Writer's Identity: Reading and Imitation in the Writing Classroom," Robert Brooke (Feb), 23-41.

"Mr. V and 'A Saturday Morning in the Republic of One,'" Nancy L. Walker (Oct), 350-53.

Multane, Scott, "Refurnishing the Constellations" (Dec), 492.

Myers, Greg, Review of *Knowledge and Reflexivity: New Frontiers in the Sociology of Knowledge*, edited by Steve Woolgar; *Discourse and Social Psychology: Beyond Attitude and Behavior*, by Jonathan Potter and Margaret Wetherell; *Science: The Very Idea*, by

Steve Woolgar; and *Science in Action: How to Follow Scientists and Engineers Through Society*, by Bruno Latour (Dec), 465-74.

"Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism," Mike Rose (Oct), 267-302.

"Night Class," Mark Vinz (Feb), 62.

"No Late Papers," Margaret Jeffers (May), 153.

Olive, Barbara, Review of *The Harper & Row Rhetoric*, by Wayne C. Booth and Marshall W. Gregory (Oct), 366-67.

Pittendrigh, Adele and Carol Peterson Haviland, "Writing Discovery Journals: Helping Students Take Charge" (Feb), 84-85.

"Preparing Future Composition Teachers in the Writing Center," Irene Lurkis Clark (Oct), 347-50.

Raiimes, Ann, Review of *Teaching Writing as a Second Language*, by Alice S. Horning (May), 249-250.

Raymond, Richard C., "Reading and Writing on the 'Nuclear Predicament'" (Feb), 69-74.

"Reading and Writing on the 'Nuclear Predicament,'" Richard C. Raymond (Feb), 69-74.

"Refurnishing the Constellations," Scott Mulrane (Dec), 492.

"Relational Ambiguity Between Sentences," Gary Sloan (May), 154-65.

"Remedial Writers and Fictive Techniques," Bret Lott (May), 227-30.

"Reply to Kevin Davis," Kathleen E. Welch (May), 237-38.

"Response to Kathleen E. Welch, 'Ideology and Freshman Textbook Production,'" Kevin Davis (May), 236-237.

Reynolds, Mark, "Make Free Writing More Productive" (Feb), 81-82.

"Rhetorical Reading Strategies and the Construction of Meaning," Christina Haas and Linda Flower (May), 167-83.

Rose, Mike, "Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism," (Oct), 267-302.

Sautter, Diane, "Those Artful Stories" (May), 238.

Savage, Mary C., Lucille M. Schultz, and Chester H. Laine, "Interaction Among School and College Writing Teachers: Toward Recognizing and Remaking Old Patterns" (May), 139-53.

Schultz, Lucille M., Chester H. Laine, and Mary C. Savage, "Interaction Among School and College Writing Teachers: Toward Recognizing and Remaking Old Patterns," (May), 139-53.

Schuster, Charles I., Review of *The Structure of Written Communication: Studies in Reciprocity Between Writers and Readers*, by Martin Nystrand (Feb), 89-91.

Schwartz, Helen J., Review of *The Wordworthy Computer: Classroom and Research Applications in Language and Literature*, by Paula R. Feldman and Buford Norman (Oct), 362-63.

Schwartz, Helen J., "Writing with the Carbon Copy Audience in Mind" (Feb), 63-65.

"Searching: A Better Way to Teach Technical Writing," Nancy J. Veglahn (Feb), 85-87.

"Selected Bibliography of Scholarship on Composition and Rhetoric, 1987," Richard L. Larson (Oct), 316-36.

Sides, Charles H., Review of *How to Teach Technical Editing*, by David K. Farkas (Feb), 98-99.

Sklar, Elizabeth S., "The Tribunal of Use: Agreement in Indefinite Constructions" (Dec), 410-22.

Sloan, Gary, "Relational Ambiguity Between Sentences" (May), 154-65.

Snyder, Lolly Ockerstrom, "Telephones and Roommates: Teaching Students What They Know about Writing" (Dec), 461-63.

Sommers, Jeffrey, "Behind the Paper: Using the Student-Teacher Memo" (Feb), 77-80.

Stein, Mark J., "Cost It Out" (Dec), 458-61.

Steinberg, Erwin R. and David S. Kaufer, "Economics of Expression: Some Hypotheses" (Dec), 453-71.

Stotsky, Sandra, Review of *The Dynamics of Language Learning: Research in Reading and English*, edited by James R. Squire (Feb), 91-93.

"Stressing Figures of Speech in Freshman Composition," Bonnie Dever (Feb), 67-69.

Sudol, Ronald A., Review of *Composition and the Academy: A Study of Writing Program Administration*, by Carol P. Hartzog (Feb), 97-98.

Sullivan, Patricia, "Desktop Publishing: A Powerful Tool for Advanced Composition Courses" (Oct), 344-47.

Swaim, Kathleen M., "Making a Virtue of Necessity" (Feb), 87-88.

"Technical Logic, Comp-Logic, and the Teaching of Writing," Richard Fulkerson (Dec), 436-52.

"Telephones and Roommates: Teaching Students What They Know about Writing," Lolly Ockerstrom Snyder (Dec), 461-63.

"Those Artful Stories," Diane Sautter (May), 238.

"The Tribunal of Use: Agreement in Indefinite Constructions," Elizabeth S. Sklar (Dec), 410-22.

Tuman, Myron C., "Class, Codes, and Composition: Basil Bernstein and the Critique of Pedagogy" (Feb), 42-51.

Vance, Bob, "Angels Halo the Moon" (Dec), 488.

Veglahn, Nancy J., "Searching: A Better Way to Teach Technical Writing" (Feb), 85-87.

Viera, Carroll, "The Grammarian as Basic Writer: An Exercise for Teachers" (May), 224-27.

Vinz, Mark, "Night Class" (Feb), 62.

Walker, Nancy L., "Mr. V and 'A Saturday Morning in the Republic of One'" (Oct), 350-53.

Welch, Kathleen E., "Reply to Kevin Davis" (May), 237-38.

Weltzien, O. Alan, Review of *Generating Prose: Relations, Patterns, Structures*, by Willis L. Pitkin, Jr. (Feb), 101-02.

"When Faculty Write: A Workshop for Colleagues," Susan H. McLeod and Laura Emery (Feb), 65-67.

White, John O., "Who Writes These Questions, Anyway?" (May), 230-35.

"Who Writes These Questions, Anyway?" John O. White (May), 230-35.

Williams, Joseph M., Review of *Toward a Grammar of Passages*, by Richard M. Coe (Dec), 474-78.

Wilson, Velez H., Review of *Talking into Writing: Exercises for Basic Writers*, by Donald L. Rubin and William M. Dodd (Dec), 481-82.

"Windows on Composing: Teaching Revision on Word Processors," Marcia S. Curtis (Oct), 337-44.

Winterowd, W. Ross, "WordStar" (Feb), 51.

"WordStar," W. Ross Winterowd (Feb), 51.

"Writing Discovery Journals: Helping Students Take Charge," Carol Peterson Haviland and Adele Pittendrigh (Feb), 84-85.

"Writing with the Carbon Copy Audience in Mind," Helen J. Schwartz (Feb), 63-65.

"Written Out," Peter Johnson (Feb), 22.

## Books Reviewed

Anderson, Chris, *Style as Argument: Contemporary American Nonfiction*, rev. Douglas Hesse (May), 243-45.

Anderson, Paul V., *Technical Writing: A Reader-Centered Approach*, rev. Paul J. Lindholdt (Dec), 484-85.

Axelrod, Rise B. and Charles R. Cooper, *Reading Critically, Writing Well*, rev. Diana George (May), 239-43.

Bartholomae, David and Anthony Petrosky, *Ways of Reading: An Anthology for Writers*, rev. Diana George (May), 239-43.

Berlin, James A., *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*, rev. Sharon Crowley (May), 245-47.

Biddle, Arthur W. and Daniel L. Bean, *Writer's Guide: Life Sciences*, rev. Tori Haring-Smith (Dec), 485-87.

Biddle, Arthur W. and Kenneth M. Holland, *Writer's Guide: Political Science*, rev. Tori Haring-Smith (Dec), 485-87.

Bond, Lynne A. and Anthony S. Magistrale, *Writer's Guide: Psychology*, rev. Tori Haring-Smith (Dec), 485-87.

Booth, Wayne C. and Marshall W. Gregory, *The Harper & Row Rhetoric*, rev. Barbara Olive (Oct), 366-67.

Breland, Hunter M., Roberta Camp, Robert J. Jones, Margaret M. Morris, and Donald A. Rock, *Assessing Writing Skill*, rev. Karen L. Greenberg (Dec), 478-80.

Bruner, Jerome, *Actual Minds, Possible World*, rev. Charles Kneupper (Feb), 93-95.

Coe, Richard M., *Toward a Grammar of Passages*, rev. Joseph M. Williams (Dec), 474-78.

Elbow, Peter, *Embracing Contraries: Explorations in Learning and Teaching*, rev. Betsy Hilbert (Dec), 480-81.

Farkas, David K., *How to Teach Technical Editing*, rev. Charles H. Sides (Feb), 98-99.

Farr, Marcia and Harvey Daniels, *Language Diversity and Writing Instruction*, rev. Doris O. Ginn (Dec), 482-84.

Feldman, Paula R. and Buford Norman, *The Wordworthy Computer: Classroom and Research Applications in Language and Literature*, rev. Helen J. Schwartz (Oct), 362-63.

Flachmann, Kim and Michael Flachmann, *The Pros Reader: Essays for College Writers*, rev. Diana George (May), 239-43.

Fulwiler, Toby, ed., *The Journal Book*, rev. Anne Johnstone (Oct), 363-65.

Gage, John, *The Shape of Reason*, rev. Richard Fulkerson (Oct), 365-66.

Gere, Anne Ruggles, *Writing Groups: History, Theory, and Implications*, rev. Beverly Lyon Clark (Feb), 95-96.

Hartzog, Carol P., *Composition and the Academy: A Study of Writing Program Administration*, rev. Ronald A. Sudol (Feb), 97-98.

Horning, Alice S., *Teaching Writing as a Second Language*, rev. Ann Raimes (May), 249-50.

Latour, Bruno, *Science in Action: How to Follow Scientists and Engineers Through Society*, rev. Greg Myers (Dec), 465-74.

Matsuhashi, Ann, ed., *Writing in Real Time: Modelling Production Processes*, rev. Russell K. Durst (May), 247-49.

McCormick, Kathleen, Gary Waller, and Linda Flower, *Reading Texts: Reading, Responding, Writing*, rev. Diana George (May), 239-43.

McMahan, Elizabeth, Susan Day, and Robert Funk, *Literature and the Writing Process*, rev. Harry Brent (Feb), 102-03.

Murray, Donald M., *Write to Learn*, rev. John Clifford (Feb), 99-101.

Nystrand, Martin, *Written Communication: Studies in Reciprocity Between Writers and Readers*, rev. Charles I. Schuster (Feb), 89-91.

Pitkin, Willis L. Jr., *Generating Prose: Relations, Patterns, Structures*, rev. O. Alan Weltzien (Feb), 101-02.

Potter, Jonathan and Margaret Wetherell, *Discourse and Social Psychology: Beyond Attitude and Behavior*, rev. Greg Myers (Dec), 465-74.

Rubin, Donald L. and William M. Dodd, *Talking into Writing: Exercises for Basic Writers*, rev. Velez H. Wilson (Dec), 481-82.

Shor, Ira, ed., *Freire for the Classroom: A Sourcebook for Liberatory Teaching*, rev. Ann E. Berthoff (Oct), 359-60.

Squire, James R., ed., *The Dynamics of Language Learning: Research in Reading and English*, rev. Sandra Stotsky (Feb), 91-93.

Steffens, Henry J. and Mary Jane Dickerson, *Writer's Guide: History*, rev. Tori Harring-Smith (Dec), 485-87.

Tate, Gary, ed., *Teaching Composition: Twelve Bibliographical Essays*, rev. Lynn Z. Bloom (Oct), 361-62.

Woolgar, Steve, ed., *Knowledge and Reflexivity: New Frontiers in the Sociology of Knowledge*, rev. Greg Myers (Dec), 465-74.

Woolgar, Steve, *Science: The Very Idea*, rev. Greg Myers (Dec), 465-74.

#### ANNOUNCING ADVANCE COPIES OF 1989 CCCC CONVENTION PROGRAM

If you plan to attend CCCC (March 16-18, 1989, Seattle, WA), you may obtain an *advance copy* of the program by filling in this form (or a photocopy) and mailing it, along with \$5.00 to cover first-class postage, to:

Coordinator of Fulfillment  
NCTE  
1111 Kenyon Road  
Urbana, IL 61801

Your copy of the program will be mailed about March 1—in time to receive it before the CCCC Convention.

Yes, I do want the CCCC Program in advance.

My check for \$5.00 is enclosed.

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Orders must be received by January 16, 1989; orders received after that date will be returned, checks uncashed.